

# Inspection of Highburton Playgroup

Burton Village Hall, Northfield Lane, Kirkburton, Huddersfield, West Yorkshire HD8 0QT

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Inspection date: 6 July 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at this very welcoming setting happy and eager to learn with their friends. They are excited to join in the wide range of activities which extend their learning, both indoors and outdoors, benefiting from effective free flow between these areas. Children confidently choose where they want to play and learn, showing high levels of concentration in this calm and well-organised environment.

During supervised activities children are deeply engaged while exploring their environment. The children demonstrate what they know through new vocabulary as they play with their sea monsters and plan to make ice beaches. They are highly motivated and very eager to learn when looking at and handling a fish from the fishmongers as part of the under-the-sea theme.

Children feel safe and secure, as they understand the well-established routines. They line up outside as the bell is rung for them to return into the hall for story time. Children have wonderfully developed social skills as they share experiences and resources with friends who are important to them.

Children are prepared well for their transition to school. This is achieved through the 'Rising 5's' weekly sessions which focus on the required skills needed to be ready for school. The children have an amazing sense of belonging due to the leader's and staff's incredible knowledge of them and their uniqueness.

## **What does the early years setting do well and what does it need to do better?**

- Leaders and staff share an ambitious intention for children to learn, develop and be prepared for their next stage and for school. This is achieved through creating a well-organised curriculum and learning environment which is both resourceful and imaginative.
- There are several opportunities for mark making and maths, both indoors and outdoors. Staff consistently challenge children to extend their learning. This is through high-quality interactions which result in children being confident in building on their learning and sharing their achievements, with children saying, for example, 'Look, I can write my name'.
- Children are very confident in communicating with both their friends and adults. They are listened to and given time to respond, developing their confidence in speaking. This is enhanced at circle time when children can share their experiences and plans with their friends. Many children want to be involved, and they enthusiastically talk about many things, from their new socks to their plans for a lunch date with mum and some friends. Their friends listen intently and clap their achievements. The children are developing excellent communication skills and recognising their uniqueness.

- The setting has high expectations of behaviour. Children move around the setting in a calm manner, congregating in small groups and having meaningful conversations. This is seen in the outdoor area where a group meet to play with the dinosaurs, in the office where children order food from the local bakery, and in the home area where they prepare and cook pizza. This results in the children having exceptional levels of personal development and sense of self.
- The setting has responded well to the recommendation of the previous inspection and has developed the outdoor area to include a sensory garden. This natural and stimulating area includes a wide range of fruit trees and bushes, which are clearly labelled. Children explore this area, picking fruit and considering which insects are in the bug hotel. They also pick their own ripened strawberries, sharing these with staff and children. Staff role model to help the children explore and learn about the amazing world they live in.
- Staff have an incredible knowledge of the children and their individual needs, which is enhanced by a highly effective key-person system. Partnership with parents is key, and through effective communication for those children who need extra support, all their learning and care needs are met promptly and effectively.
- Children are very adept at learning to keep themselves safe and healthy. When they arrive they automatically use hand sanitiser. They access the snack table, where they clean their hands before selecting from a choice of drinks and healthy snacks available throughout the session. They pour drinks and confidently cut their strawberries, taking turns and using good manners. The setting is highly successful in providing opportunities which will help the children learn to be healthy and independent in their future lives.
- Leaders and all staff report high levels of support for well-being issues. There is a staff member responsible for well-being who has accessed training and successfully supports all staff. This results in a highly motivated and enthusiastic staff team who are supportive, showing an awareness and understanding of each other's skills and knowledge. This is seen throughout the setting, as in each area of activity staff are excellent role models, engrossed in the teaching they are providing. As a result, children are consistently provided with high-quality interactions, which are child focused, enhances their knowledge and responds to their well-being and needs.
- Partnership with parents is highly effective. Parents feel that they are provided with the information they need to support their children's learning through daily chats and regular newsletters. This results in a sense of community and belonging for the families and children who attend this setting.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at all levels are very knowledgeable about all safeguarding issues, such as the 'Prevent' duty and their role in recognising radicalisation. Leaders consistently support staff to keep their knowledge up to date through attendance at regular training and supervision sessions. There are comprehensive monitoring systems in

place to ensure that patterns in child injuries are recorded. The setting has a safe-recruitment policy, ensuring that all staff have the statutory checks before commencing employment. This is supported by a highly effective induction procedure to ensure safe practice, ensuring new staff are safe and confident in their roles. Children's safety is effective throughout the setting, from hygiene practices to the children's involvement in the evacuation procedure.

## Setting details

<b>Unique reference number</b>	311283
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10117712
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Highburton Playgroup Committee
<b>Registered person unique reference number</b>	RP907849
<b>Telephone number</b>	01484 606 065
<b>Date of previous inspection</b>	17 March 2014

## Information about this early years setting

Highburton Playgroup registered in 1996 and operates from the village hall in the Highburton area of Huddersfield, West Yorkshire. The playgroup employs eight members of staff who care for the children. They all hold relevant early years qualifications at level 3 or above. The playgroup opens Monday, Wednesday, Thursday and Friday, from 9am to 3pm, and on Tuesday from 9am to 12.30pm, term time. They provide funded early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities.

## Information about this inspection

**Inspector**  
Debbie Crookes

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact it has on children's learning.
- A joint observation was completed by the manager and inspector during circle time.
- The inspector held a discussion with the managers in relation to the leadership and management of the setting, considering all relevant documentation.
- The inspector spoke to children to listen to their views on their playgroup.
- The inspector spoke to parents and gained their views of the setting.
- The inspector observed interactions between the staff and children during the inspection.
- Staff were spoken to at appropriate times and their views considered.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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